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MASTER THESIS



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**Secondary school ESL teachers' attitudes,
understandings and concerns about
implementation of inclusive education in
Kazakhstan**

Department of Special Education

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DECLARATION

This dissertation has been composed by Shynar Makhmudayeva for the Erasmus Mundus Joint Master's Degree Program in Special and Inclusive Education for the academic year 2015-2016 at the University of Roehampton in London, University of Oslo and Charles University in Prague.

Hereby, I declare that this piece of work is entirely my own, the references cited have been acknowledged and the dissertation has not been previously submitted to the fulfilment of the higher degree.

Date: 18th day of November, 2016

Signature_____

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ABSTRACT

The issue of special and inclusive education had become the crucial topic for discussion in Kazakhstan after signing the UN CRPD (Convention on the Rights of Persons with Disabilities) in 2008. The fact that children with disabilities are excluded from the mainstream and quality education in Kazakhstan attracted the attention of national and international experts. Kazakhstan with its trilingual language policy (Kazakh language as the state language, Russian as the language of interethnic communication and English as a way to enter the global community (Ministry of Education and Science [MoES], 2010a)) should be able to provide quality language learning for children with and without disabilities. The attitudes of teachers remain as one of the most crucial factors in implementing inclusive education.

The purpose of this qualitative study is to examine the attitudes, understandings and concerns of secondary school English as the Second language teachers regarding the implementation of inclusive education in Kazakhstan. The central research question of the study is following: What are the attitudes, understandings and concerns of the secondary school English as the Second language teachers about the inclusion of children with disabilities? Three sub-questions are: 1. What are *inclusive school* ESL teachers' attitudes, concerns and understandings about inclusion? 2. What are the concerns and attitudes of *special school* ESL teachers? 3. What are the attitudes and concerns and understandings of *mainstream school* ESL teachers? The qualitative interviews were gathered using semi-structured face-to-face interviews.

This research spanned the three cities of Kazakhstan: one inclusive, one mainstream school with correctional classes and one special school. Atlas.ti™ computer based program had been utilized for analyzing data of 5 different interviewees.

The results of the study revealed that teachers of these three schools do believe in the successful implementation of inclusive education in Kazakhstan and they have positive attitudes, but the severe types of disabilities should not be mainstreamed. For the current situation of inclusion in the country English language teachers expressed their concerns that the facilities and methodological support is not yet provided in schools that could lead to negative attitudes towards teaching English in inclusive classrooms. The understandings of teachers about inclusive education and the given definitions are diverse due to their teaching experiences in teaching in different schools and cities. This research is the new voice of teachers who teach under the new and challenging policies, whose voices cannot reach the policymakers. The results of this in-depth small scale study will contribute in the development of balanced inclusive education policy adapted to the context of Kazakhstan.

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ABBREVIATIONS

CRPD	Convention Rights for People with Disabilities
ESL	English as a Second Language
EFA	Education for All
PWD	People with Disabilities
MoE	Ministry of Education
MoH	Ministry of Health
UNESCO	United Nations Education for Scientific and Cultural Organisation
UNICEF	United Nation
UN	United Nation
WHO	World Health Organization
SEN	Special Education Needs

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1 Chapter 1: Introduction

1.1 Rational and background

From the perspective of human rights education has been recognized as an ultimate component of the child's right. Everyone has a right for accessible and quality education regardless ability or disability. The most recent data on disability estimates over a billion people living with disabilities worldwide and it is 15 % of the whole population (*World report on disability*, 2011). Hence, there is a huge need in establishing a good policy for educating people with and without disabilities.

The first steps toward including children with special needs in regular school setting started from the western part of the world (Moore et al., 1999; Stainback et al., 1994). Initial idea of putting in one class all children regardless their gender, social and economic status, age and nationality started from Warnock Report in 1979 in England that further, after three years lead to introducing Education Act (1981) (DES, 1978). After many years of discussions and issues related to this system in her report in 2005, Mary Warnock emphasized that inclusive education is "...possibly the most disastrous legacy of the 1978 Report..." (p. 20) and "there is increasing evidence that the ideal of inclusion, if this means that all but those with the most severe disabilities will be in mainstream schools, is not working" (p. 32) (Warnock, 2005). It means that the inclusive education which has been promoted as a good policy and has great number of followers in different parts of world does not work in practice. There is a great

chance for policy makers of developing countries as Kazakhstan to learn on the failures of developed countries as England.

Kazakhstan defined the goals of the development of educational sphere, especially about inclusive education in the SPED (State Program of Education Development for 2011-2020). According to Children with Special Education Needs in Kazakhstan, Kyrgyzstan, and Tajikistan (2009), “where children with special needs attend mainstream classes both the teacher and other children should be prepared and assistance should be given to ensure that the children is not seen as a burden to the school”, however, the problem of exclusion of children with disabilities from the quality mainstream education still exist in Kazakhstan. Currently Kazakhstan doesn’t have separate law or convention on Special and Inclusive Education. Upcoming “Concept of the Development of Inclusive Education” has supporters and people who are against to include everyone. According to the results of the researches, the key element of successful implementation of inclusive education depends on the positive attitudes of the teachers (Subban & Sharma 2006; Malinen, Savolainen & Xu, 2012). Kazakhstan as the country which started to implement trilingual language policy (Kazakh as a state language, Russian as an official and English as a tool for entering global world (Ministry of Education and Science [MoES], 2010a)) should provide a quality language learning to everyone, regardless to their ability or disability. Lack of training for teachers in an inclusive classroom and lack of finances could be the possible concerns of teachers toward implementation of new policies. The attitudes of language teachers towards inclusive education are very significant.

Thus, there is a huge need in exploring teacher's attitude before the official convention.

1.1.1 Inclusion as a right

Inclusion is the most discussed topic of 21st century in terms of equalizing the rights of all people and making education accessible for all. The attitudes of people are changing towards disability and inclusion. However in the past, people with disabilities treated as useless and helpless. A great example is the case in Nazi Germany where Adolph Hitler found the program "eugenic" which was aimed to "clean" Germany from physically and mentally disabled people. Persons with disabilities were burned in the special ovens called "crematoria" and children were killed by the high dose of drugs (Mork & Friedlander, 1997). Time passed and people have stopped killing, however disabled children faced exclusion from the society and mainstream schooling (UNICEF, 2014).

The concerns of disabled people worldwide against exclusion, inequality and negative attitudes towards their disability lead to the result of creating a new ideology and law- UNCRPD (United Nations Convention on the Rights of Persons with Disabilities). The Convention had become the most ratified convention in the human beings' history and went into the force on the 3rd of May 2008 right on the 60th anniversary of the Universal Declaration of Human Rights (UDHR) (Traustadóttir, 2009).

It should be noted out that the UDHR's has a disadvantage in this term which could be described by weak protection of persons with disabilities and their rights. Under UDHR, people with disabilities didn't have necessary support and the statements were too general as following:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood ("Universal Declaration of Human Rights | United Nations")

The strength of the UN CRPD is in the concept of equality, full citizenship, inclusion and the acceptance of the diversity. It was ratified by 160 countries until today (UNTC) which shows the trustworthiness of the convention.

The country that initiated the development of the International Law to support people with disabilities was Mexican Government in 2001 (Beco, 2013). They have proposed to create “comprehensive and integral international convention to promote and protect the rights and dignity of persons with disabilities” (UN Enable). All these steps towards the development of inclusive society helped to enhance people’s understanding about inclusive education, which are not the same concepts.

1.1.2 Kazakhstan’s steps towards inclusion

Kazakhstan, which is the author’s home country, is young and the 9th largest country in the world, with population of 17 million people, has signed the UN Convention on the Rights of Persons with Disabilities in 2008 (UNICEF, 2014). In fact, children and adults with disabilities were segregated from the society with the statements like “There are no invalids in the USSR” during the Soviet Union period (Fefelov, 1986., McCagg, & Siegelbaum, 1989). It leads to the understanding that persons with disabilities were invisible part of the society before the Independence of Kazakhstan from USSR. According to the UNICEF (2014), the only state that presented inclusive education in the Law “On Education” (2007) is Kazakhstan throughout the Central Asia. Kazakhstan has

also joined the program “Education for All” (EfA) and further pivotal steps were identified after the commitment of Kazakhstan to the Dakar Framework of Action (UNESCO, 2000) were the rights of Children with Disabilities (CWD) aimed to be promoted by social inclusion on the example of international experiences.

The mechanisms of the holistic system of work with SEN children in Kazakhstan stated in the *Law on Social and Medical-Pedagogical Correctional Support of Disabled Children* that give a free medical care, primary and secondary education and basic professional training (Evans, 2009). The broad guide to educational policy and strategy stated in the *State Program for Education Development in the Republic of Kazakhstan for 2011-2020 (SPED)*. Under this program the government goals to raise the number of inclusive school up to 70% and to cover 50% of the total number of children with special needs (UNICEF, 2014). However, the document is not as detailed as it is desired for special and inclusive education. It is more about strategic goals for education and includes less policy guidance about inclusion and funding for inclusion. According to the *Law on Social and Medical-Pedagogical Correctional Support of Disabled Children* the support for children with disabilities should be provided with “complex medical, psychological, pedagogical, social and professional diagnoses followed by the necessary actions, such as the development of individual educational and rehabilitation programs, delivery of services, and vocational training” (Evans, 2009). To this end, it is significant to scrutinize about the effectiveness of inclusive schools where the needs are not always met in terms of medical, psychological and pedagogical provisions. Today, according to the last situation analysis of UNICEF (2014) on the development of inclusive education in

Kazakhstan, the number of children with disabilities under 18 consisted 1.33% in 2012. Thus, it is important to mention that 65, 844 (31%) was the total number of children with special needs in Kazakhstan by 2012 from age 0 to 17 (UNICEF, 2014). According to this data vast majority of this number of children remain on home-based education.

The responsible party for the inclusion and integration of children with special need is the Ministry of Labor and Social Protection. Also, the Ministry of Education is the body responsible for education of all children in Kazakhstan, including children with disabilities. It is crucial to point the choice of the Ministry of Education of Kazakhstan on the term used for identifying special needs children; they refused the term “children with disabilities” and announced to use the terms as “children with limited abilities” and “children with special needs” which also shows a huge attention to the area of social inclusion (UNICEF, 2014). Akimats (the local managing district body) are the ones who allocate children with special needs to the different types of schools: inclusive, mixed or separate classes (UNICEF, 2014). Moreover, the problem of time consuming process of diagnosis by PMPC (Psychological, Medical and Pedagogical Commissions) and the “shortage of qualified teachers” remain as a huge issue in the area of inclusive education (Children with Special Education Needs in Kazakhstan, Kyrgyzstan, and Tajikistan, 2009). All steps mentioned at the beginning of the chapter will not have great results if the process of diagnosis of disabilities will be in poor condition and special attention will not be paid.

1.2 Purpose of the study

The purpose of this study is to examine the attitudes of secondary ESL teachers, their understanding about inclusion and concerns regarding implementation. The main aim of the study is not examining the level of teaching or knowledge of English, but rather to understand the real situation happening in different types of inclusive schools. Based on the other experiences and empirical studies, this research addressed to answer the following central question and three sub-questions:

1. What are the attitudes, understandings and concerns of the secondary school English as the Second language teachers about the inclusion of children with disabilities?

Sub questions:

1. What are *inclusive school* ESL teachers' attitudes, concerns and understandings about inclusion?
2. What are the concerns and attitudes of *special school* ESL teachers?
3. What are the attitudes and concerns and understandings of *mainstream school* ESL teachers?

1.2.1 Reasons for interest

The reason of the interest on this particular topic is my personal experience. I had the Bachelor's Degree in two foreign languages: English and French. Studying for four years in Eurasian National University, which is situated in the capital city gave a good basement for teaching foreign languages. However, during these four years there was not a single course on teaching methodologies in

inclusive classroom or training to teach SEN children. I was also practicing in local schools during 5 years and it gave an understanding that fresh-graduates or even experienced teachers don't have an idea about inclusion and inclusive education. To my personal viewpoint, it is necessary to have the basic understanding of inclusion, inclusive education and the types of the disabilities and needs for teachers of all subjects. If teachers are introduced with the ground theories of inclusive education during their studies, it will lead to the positive attitudes of teachers.

Moreover, since the area of inclusive education is new to come to Kazakhstan, there is lack of empirical studies. This study will be a valuable contribution to the scientific world of Kazakhstan and will also help for foreign researchers to have the deep understanding on situation from the view of insider.

1.3 Summary of the thesis

The research paper consists of five chapters which include introduction, literature review, methodology, analysis and discussion of findings and the last but not least, conclusion. "Introduction" chapter gives the background information on the research topic, general information about Kazakhstan, its education system and steps towards inclusive education. "Literature review" part provides with a deep understanding about inclusive education in general, the theory of *inclusive special education*, the analysis of literature on teaching ESL in inclusive classrooms and teachers' attitudes on inclusion. "Methodology chapter" is about the design of this research, methods, research instruments and data collection and analysis described. The findings from the data analysis which are connected to the

theoretical basis of the research are in the “Data analysis and Findings” chapter. Finally, “Conclusion” part includes the main results of the research, limitations, recommendations and implications for further studies.

2 Chapter 2: Literature Review

2.1 Chapter outline

The underlying focus of this study is to explore the attitudes of English teachers of special, inclusive and mainstream schools about inclusive education in Kazakhstan. However, it is crucial first to rely on a good theory that closely connects to this study, key characteristics of inclusive education and special terms used for this study.

Inclusion is the one of the contentious and confusing topics of education sphere in the global community (Farrell, 2010; Kauffman & Badar, 2014a; Slee, 2011). Most of the theories of inclusive education have transmitted to the practices and policies of special education worldwide (Artiles et al., 2011; Singal & Muthukrishna, 2014). That is why it is crucial to follow workable and doable theory both for inclusive and special education. A theory of Inclusive Special Education will be discussed in a greater meaning in the following chapters.

Thus, before going into depth of the new theory, the first part of literature review explores the major principles of inclusive education and explains the reasons of positive and negative attitudes of teachers from the previous international studies. This part also shows the crucial must-have factors that influences the positive attitudes of teachers.

The second part of this literature review focuses on the importance of teacher's attitudes in English as Second Language classrooms. A huge attempt had

been made to describe the different types of needs connected to the language learning and also to the disability of a child.

In the third section, the discussion points out to the Inclusive Special Education theory which is the basic of the literature review and is closely connected to the results of the study. It reflects on the main constituents of inclusive education and the confusions around it. Last but not the least the literature will review the state of inclusive education in Kazakhstan and some necessary contextual terms.

Definitions of terms

Children with disabilities

Green and Giannola (2011) states that “Students with special education classifications, served under the Individuals with Disabilities Act (IDEA), include children with the following classifications: autism, communication disorders, deaf-blindness, hearing impairments, other health impairments, emotional disabilities, specific learning disabilities, cognitive impairments, traumatic brain injuries, and visual impairments”(p.4-5)

Inclusive education

There is no country that gave a specific definition on what is inclusive education. However, there are definitions by researchers who tried to give comprehensive definition. Lamport et al (2012) defines the term of inclusion as “a basic model where both disabled and non-disabled students are educated within the same classroom”.

English as a Second Language learner

According to English as second language learners: a guide for ESL specialists (1999) ESL students are “...those whose primary language(s) or language(s) of the home, is other than English and who may therefore require additional services in order to develop their individual potential...”

2.2 What is inclusive education and its characteristics

This sub-section will scrutinize the concept of inclusive education and its role in global education system. Thus it is crucial to explain that inclusive education is an umbrella term mainly used to cover the concepts of equity and equality, human rights, quality education for all and had always been referred to the social model of disability (Hornby, 2015). In order to understand what it means in practice, it is worth to look on the key characteristics of inclusion.

According to Salend (2011) there are four key principles of inclusive education developed into practice: arranging students with interesting and adjustable general education curricula; respecting diverse skills of students and their weaknesses; utilizing tailoring instruction and education through reflections; engaging all education stakeholders (student, teachers, parents and policymakers) in the educational process. From the listed above, it can be concluded that inclusive education is the system created to improve the quality of education for children with special education needs (Hornby, 2015). However, the opinions of researchers split regarding the actual meaning of inclusion in real life according to their studies.

Disagreement begins from Cooper & Jacobs (2011, p.6) when they emphasize that the idea of simply attending the school equals to the social acceptance is “delusion” and Kauffman & Hallahan (2005) support the idea by the

meaning that inclusive education is often the product of incorrect ideology which misleads children. In other words, inclusive education became the part of the political issue related to inclusive society that is the key mistake that misleads children and their parents. Armstrong et al (2010) point out that the term itself became posh and it is unrealistic to make it practical for both developing and developed countries. It means that it is time to distinguish the peculiarities of each country and create flexible theory based system that works in that particular context.

Even though, some researchers still do think inclusion has benefits bringing into our society (Hornby, 2015). In some countries it shapes and reshapes the education system and brings more political character and helps for people with disabilities to be socially included. All in all, it is never ending discussion around inclusive education. However the answer should not be one to all people in the world or even in one country, the answer should be individualized according to the case of each child with disabilities.

2.2.1 Why attitudes are important?

As every other ideology and policy, both teachers and researchers have positive and negative attitudes towards inclusive education. An attitude is a personal view of a person that influences the quality of the result. Every person can express positive or negative attitude towards action, policy, legislation, understanding or phenomenon. Websre and Wood (1995) declare that some criteria should be met by individuals involved in inclusive education so that they can have positive attitudes (as cited in Tesfaye, 2005). Teachers having a right

understanding of the policy are more likely to work harder and impart the effectiveness of inclusive education policy to children.

Research has shown that the attitudes of both teachers and principals may vary depending on their experiences, teaching methods and education beliefs. For example, according to the survey of Lo (2007), 89% of teachers think that having children with SEN in their classroom will decrease the quality of their teaching, when 96% are sure that their classroom management will be interrupted by children with some kind of difficulties even though teachers value inclusive education, the actual worry is about the severity of the disabilities (Nximalo, 2006). Most probably that such attitudes also depend on the classroom size and the assistance provided to each disabled children. According to the results of the studies teachers suggest that the most severe types of needs should not be mainstreamed. Mohammed (2006) discusses the results of international study about the attitudes of teachers in the US, Ghana, Taiwan, Philippines, Israel and Germany. The US and German teachers expressed positive views about inclusion and inclusive education. However, the rest of the participating countries showed negative attitudes toward including children with needs and disabilities that explained by the big classroom size, lack of support for inclusive methodology, lack of in-service teaching and standardized law for inclusion. The other possible reason for negative attitudes might be the low economy of the country. Inclusive education requires facilities and additional costs. Germany and the US are developed countries where the schools are provided with all necessary facilities. The other developing countries have the problems even in the mainstream school

setting with oversize classes, low salary for teachers and insufficient technology in the classrooms.

Another factor influencing the attitudes of teachers toward inclusion is the types of disabilities. For instance, Forlin (1995) reveals the results of his study that teachers were deliberately including children with intellectual disabilities and were more open to accept physically disabled children. In this term, high pressure on the teachers regarding the academic achievements of the class could be the possible explanation for this willingness to divide children by their disability. From other hand, if no requirements for children with and without disabilities the institute of school could lose its meaning of educational organization. School is the educational organization that gives knowledge. Non-disabled peers might lose interest in studying at school if teachers will decrease the standards for the achievements. The study also shows that the attitudes of teachers towards inclusion of mild and moderate types of disabilities were higher than the severe types. Hornby (2015) in this term summarizes that the ideology of “full inclusion” of including all children with special education needs in mainstream classroom will always remain as utopia in real life. According to him severe types of “needs” that cannot be included in the mainstream school anyways. That is why there always will be less quantity of pupil with special needs than ordinary ones that will destroy the balance of inclusive school ideology. The main and crucial idea is not the quantity of special needs children in mainstream classroom, but the core is in meeting the needs of children.

The year of teaching experience is also crucial factor influencing the attitudes of teachers. The study by Avramidis and Norwich (2002) has shown that

the less experienced a teacher, the more he or she is supportive in an inclusive classroom. In other words, less experienced teachers might be full of enthusiasm and willingness to work, whereas experienced teachers are to lose their interests due to their long years of teaching. They also revealed that teachers think positively regarding inclusive education especially after teacher training, both pre-service and in-service. Here, the issue of funding also might be a cause of the lack of teacher training in the countries. Teacher training remains as a must-have on the list of successful implementation.

2.2.2 Meeting the needs of SEN children in ESL classrooms

The needs of “inclusive student’s group” are complex and multifaceted: an educator has to consider not just linguistic needs but also the connection to the emotional, cognitive, social and cultural needs. Liasidou (2013) reveals the problems of inclusive ESL (English as a Second Language) classes and the importance of the role of the teacher who should know the special needs of the students, while Alba et al (2002) claims that during the learning process the language educators could not clearly distinguish students’ real disabilities from the other reasons such as limitedness of English. That is why, the problems of inclusive education is different from the issues related to the teaching languages in inclusive classrooms. Hence for example, cerebral palsy related difficulties in learning should not be confused with the language learning difficulties of a child.

Liasidou (2013) explains the meaning of the term of inclusive education for the learners of English as a second language, who struggle the accumulative and intersecting effects of social discrimination based on their needs and linguistic abilities. She critiques the case of the USA with the lack of teachers in mainstream

schools with students who have special needs and learn ESL. SEN students are disadvantaged due to the lack of educators who can adequately assess and teach students and take into consideration the linguistic and disability-related needs. Such problems are happening in the countries with more than one language of instruction and high numbers of migrant children. This means that it also might apply for Kazakhstan with 150 nationalities living in the country. The language of instruction, teaching English and differentiation of the disability related problems should be distinguished by qualified and trained teachers.

Two major problems of over-representation are demonstrated in her article: “issues of prejudice and discrimination which may lead to biased assessment (Dyson and Kozleski, as cited in Liasidou 2013) and erroneous assessments due to the inability of various professionals to distinguish between English language acquisition and actual learning disabilities (Hart, as cited in Liasidou 2013)”(12; 16). Both authors give theoretical analysis on bilingual inclusive education. Authors understand the crucial role of qualified teachers simultaneously good at teaching ESL and working with inclusive students and the best way of assessing the linguistic abilities of SEN students in mainstream school. If a child came to the class and did not learn by heart the text, it could be related to the learning difficulty but not of his/her actual disability. In such cases teachers should find a way for tackling the learning disability. The assessment of a child should not be reduced according his/her disability. The disability should not be also connected to the learning difficulty or vice versa.

2.3 Inclusive Special Education theory

As inclusive education and special education have their own disadvantages and sides that are not achievable it was proposed to create a new theory called *Inclusive Special Education* which was discussed by Hornby (2015). According to this theory special and inclusive education separately has confusions, which lead to the negative views towards inclusive education. That is why there is a huge need in a new effective theory that combines the best sides of both special and inclusive education.

Inclusive special education is a term used for special education system in Finland. In Finland under this system 22% of pupils study in part-time special education, the other 8 % go to full-time special classes (Takala et al., 2009). Finland is the best example that the theory of inclusive special education works from the good results on PISA (Programme for International Student Assessment) and it applies for ordinary schools, special schools and for the special correctional classes in mainstream schools (Hornby, 2015).

The core of this theory lies on the “confusions” about inclusive education as it had been explored by Hornby (2015). The author strengthens twelve confusions that led to the development of *inclusive special education* theory:

- Definition
- Right
- Labeling
- Peers
- Aetiology
- Intervention models

- Goal
- Curricula
- Reality
- Finance
- Means and ends
- Research evidence (Hornby, 2015)

A good interpretation to each of these confusions will give an understanding of best use of a new theory. Special attention will be given to the best related confusion connected to the main idea of this research.

Definition

Inclusive education in most of the times is misinterpreted by the meaning of social inclusion (Anastasiou & Kauffman, 2010). Hornby (2015) in his article accentuates on people thinking that social inclusion, which is the ideology of bringing all people with equal rights and diverse types of disabilities into society equal to inclusive education which is not the same regarding the severity of disabilities. The advocates of inclusive education also call to restructure the whole system of education for the inclusive school setting development. However, it doesn't require the reorganization of the system which will be proved in this literature review. According to Hornby (2015) the core meaning of inclusive special education is in including children with SEND into mainstream school setting as much as it possible and ensuring the quality education for children with severe types of disabilities in special school setting. In fact, avoiding reorganization of schools and giving quality education in schools where students are already in will help to spend less money on it. Already existing schools will

benefit more from the professional support provided according to the type of school rather than a mixture of all types of schools in one school.

Right

According to the principles of inclusive education, the human rights of pupils with SEND are in high priority therefore people do think that the full inclusion is about including all children with disabilities into society. However, Hornby (2015) emphasizes two main confusions: moral right and human right. Thomson (1990) articulates that it is not always the best choice for children with SEND to be mainstreamed just because it is their human right and it is not morally right for them. Another concern is about the right to get the quality education in the place that best suits their needs. Hornby (2015) explains that “the right to an appropriate education which meets children’s specific needs is more important than the right to be educated alongside their mainstream peers”. For these discussed reasons *inclusive special education theory* alleges that the high priority should be given to the place which best suits the needs of a child, not the place underlined in their human rights. The fact of sitting together doesn’t necessarily mean getting appropriate and quality education.

Labeling

Confusion regarding labeling is crucial in the development of this new theory. One of the main ideas of inclusive education is that children can avoid labeling through not showing their disabilities in identification. However, the process of identifying the needs of children is not labeling, but showing that they require special care and support from the society and government. Avoiding the

identity is avoiding the support. If they don't get support there is a high possibility that they don't get quality education (Norwich, 2013).

Hornby (2015) states that according to the *theory of inclusive special education* the identification of needs and disabilities are normal and it is indispensable to set the individual education plans for children with disabilities and special needs. On logical grounds, there is no compelling reason to argue that labeling a person according to ability or disability is against the policy of inclusive society. However, inclusive society is not an inclusive education. That is why what is counted as labeling in society doesn't fit the idea of inclusive education.

Peers

The next illusion in the area of inclusive education concerns the attitude to peers. It is mostly believed that children with needs and disabilities should sit in the classroom with their non-disabled peers. However, Terzi (2010) quotes Marie Warnock's saying that "Inclusion is not a matter of where you are geographically, but where you feel you belong". The view of Hornby (2015) regarding the peers is that children mostly are happy when they are joined by the peers with similar hobby, differences and strengths, not just the peers of the same age.

What says *inclusive special education theory* in this regard is that the policy should note that children with severe types of disabilities would love to be in an environment of the same children as they are who have similar strength and weaknesses, attitudes and understandings (Hornby, 2015).

Curriculum

The suitable curriculum for inclusive education system is also misinterpreted by many people around education. Hornby (2015) takes as an

example England which proposed to implement national curriculum to the inclusive school settings. England suggested that if inclusive education is about the accessible education for all, so then the curriculum of mainstream schools should be accessible for children with disabilities in inclusive schools. However, there are some severe types of disabilities which can't take courses according to their abilities. This may cause psychological and emotional problems for children with different abilities. The literature shows no consensus on curriculum priority, which means that the highest privilege should be given to the appropriate curriculum based on abilities of a child, not the national curriculum (Farrel, 2010). On the basis of the evidence currently available, it seems the suggestion of a new theory is right about curriculum, so that schools should not think about following the national curriculum, but think about following the abilities of children.

Reality

In his work, Hornby (2015) argues the philosophy of inclusive education about successful full inclusion of children with all types of disabilities. He alerts that the reality is far from the illusion and from the teacher of inclusive classroom: there is lack of teacher training for inclusive classrooms, appropriate technology in many countries and teaching materials for inclusive schools. The idea of inclusive special education theory is that in order to succeed first there should be more support for teachers: more teacher-training that will give extra power for them to teach different children with different abilities.

Aetiology

Inclusive education encouraged debate on aetiology for many decades. It demonstrated the meaning of the social and environmental factors influencing on

the disability of a child. Policy makers and researched were concerning about the factors making children socially disabled, that seems fair enough. However, according to Hornby (2015) he admits that the proponents of inclusive education have taken this idea too dramatic and used it as the main reason of disability of a child. He recommends in new theory to rely on the “psycho-social model involving an ecological view of the aetiology of SEND”.

Models of Intervention

Intervention is the key word in special and inclusive education. The type of intervention hugely affects the progress of the child; hence huge attention needs to be paid on it. However, society started to support inclusive education more than special because it suggested that the core is on medical and deficit model of intervention which targets on the special needs and advantages (Hornby, 2015). The confusion is that the special education is not weaker in this terms and it supports the evidence-based practice of education based on the medical and many other models. The theory of Hornby (2015) suggests that it is necessary to support evidence-based practice to rely on the research evidences during the practice.

Goals

Terzi (2010) pointed out that education goals in many countries had been changed in recent years that have serious effects on inclusive education hence it follows national curriculum. In this way, national curriculum aims to get high results on tests, high academic achievements etc. However, a Hornby (2015) dispute that the main aim of education of children with disabilities has to be the teaching skills necessary for life and socialize. Thus the theory of inclusive special

education promotes the education philosophy of skills needed in everyday life plus to the literacy and numeracy.

Finance

Finance in the sphere of education is the long-term debate in every country. It is extremely hard especially when allocating money to inclusive and special education. If take a special school and its funding, it might seem like facilitating all these special classes with special inventories requires huge amount of money and it is true. However, in terms of inclusive education there might be even more need in funding to facilitate ordinary schools with speech and language therapy rooms, correctional classes, physical and other types of support classes.

In inclusive special education theory Hornby (2015) proposes “providing funding to ensure that all children with SEND, whatever the type or severity of that SEND, have educational provision that is funded sufficiently to ensure their optimal development, whether this is provided in mainstream classrooms or in special schools, special classes or resource rooms” (p. 245).

Means and Ends

The confusion that people do often have regarding means and an end according to Hornby (2015) is that mostly inclusion is connected to the idea that children with disabilities should be included exactly in the community they live. According to Terzi (2010) the life of a child with special needs after that mainstream school has to be the end not the aim of only attending the schools with peers. Under the new theory the aim is to seek the inclusion in a broader community after children with special needs graduate from school whether it is special or inclusive (Hornby, 2015).

Evidence from the research

Hornby (2015) provides evidences on the inadequate research results on inclusive education that had been done in last decades. For instance, Farrell (2010, as cited in Hornby (2015) accentuates on the negative results of researches done on inclusive types of education. According to the new theory there should be conducted researches on inclusive special education system schools on its effectiveness and specifically the participants should be SEND children who experienced both special and inclusive education during their studies.

All these factors that have been provided in this chapter relied on the new theory of Hornby (2015), so called inclusive special education. The theory could be the basis of the data analysis which would be described in the Chapter 4. It was crucial to give a full description to each type of confusion in order to imply them to the models of developing countries.

2.4 English as a second language in inclusive education in Kazakhstan

Kazakhstan is a country with trilingual language policy. Kazakh language is recognized as the state language, Russian as language of interethnic communication and English as a way to enter the global community (Ministry of Education and Science [MoES], 2010a). For that reason, teaching quality English is a hot point of discussions. As in most of the developing countries the problems as the lack of qualified teachers and finance is remaining until nowadays in Kazakhstan. An official OECD (2009) report alarmed the real situation happening around education of children with special needs as “lack of appropriate textbooks, poverty among families with children with disabilities, inequality in access to education facilities between urban/rural areas, insufficient schools and/or trained

teachers, and lack of an appropriate education model for these students” (as cited in UNICEF, 2014).

3 Chapter 3: Research Methodology

3.1 Introduction

This chapter articulates the research strategy I was following during the whole process of conducting the research. After specifying my topic, formulating research questions and finding out the relevant literature, which were discussed in the previous chapters, I framed the research methodology.

First and foremost, deciding on the topic is not an easy and quick issue. However, as Silverman (2013) propounds the view that “Begin your research around a topic with which you are already familiar or involved” and as my background is in teaching English as a second foreign language, I decided to explore “The attitudes of the secondary school ESL teachers’ towards inclusive education in Kazakhstan”.

Meanwhile, as it was discovered that the research is the way of comprehension and exploration of the phenomena and “it is a process of systematic enquiry that is designed to collect, analyze, interpret and use data to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such contexts” (Mertens, 1998). This research is coherent, systematic and not biased by its meaning. In the case of education research, it is crucial to comprehend the importance of the research in education policy debates. The results of the education research will help policy makers to “weigh various perspectives” (Creswell, 2012). As such, current research is believed to help teachers and policymakers to understand the situation in a real time frame. This chapter gives a justification on the correctness of the

chosen research methodology/approach and designs which were used as a tool to answer the research questions.

3.2 Research Questions

The ground purpose of this research was to study the attitudes of secondary school teachers of English as a second language about implementation of inclusive education system in Kazakhstan. The central question of this study attempts to investigate attitudes, understandings and concerns of the secondary school English as the second language teachers about the inclusion of children with disabilities.

1. What are the attitudes, understandings and concerns of the secondary school English as the Second language teachers about inclusion of children with disabilities?

There are also three sub questions which will help to get into depth of the problem and to understand the attitudes, understandings and concerns of teachers of different schools settings:

1. What are *inclusive school* ESL teachers' attitudes, concerns and understandings about inclusion?
2. What are the concerns and attitudes of *special school* ESL teachers?
3. What are the attitudes and concerns and understandings of *mainstream school* ESL teachers?

The main reason for me to choose these questions was a personal experience. I have a background in teaching two foreign languages (English and French) in schools. However, the university I was studying in did not introduce any course on teaching children with special needs or disabilities in mainstream

school setting. Currently the situation in Kazakhstani universities has not been changed. There are still no courses or special trainings available for language teachers. However, Kazakhstani government is taking first steps in implementing inclusive education system. Kazakhstan has several inclusive pilot program schools which mean that there are fully inclusive schools under the ideology of inclusive education. There are still special schools throughout Kazakhstan and mainstream schools where they have to accept children with different types of disabilities in correctional classes. These sub-questions and the main central question will help me to reach the aim of my study.

3.3 General Approach

In this section, the discussion centers on the research design I have chosen for the study. The study employs a qualitative study to gain insight of the attitudes, understandings and concerns of secondary school English language teachers. Considering the nature of my target phenomenon (i.e., attitudes, understanding and concerns), I will follow the concept of Strauss and Corbin (1998) who claim that “qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought process, and emotions that are difficult to extricate or learn about through more conventional methods” (p.11). Thus, the peculiarities of this qualitative study are suitable to the main characteristics of empirical enquiry of education sphere. The most insights of the phenomena could be taken only from the actual experiences of the participants, not from the initial literature review of the topic, thus the literature review plays less important role than in quantitative study (Creswell, 2012). The participants are accepted by their realities that they do construct due to their real life

experiences (Denscombe, 2007). The analysis of this study will follow the phenomenological approach which explores the way of the reality constructed socially.

3.4 Research Design

I will utilize the collective case study design that was described by Stake (2000) as a way to “investigate phenomenon, population, or general condition” (p.437). The case study is more to answer the “how” and “why” questions about the events happening in that time (Leonard-Barton, 1990). That is why the case study seems to be the most suitable for my research as it attempts to know how teachers understand the implementation of inclusive education in Kazakhstan. The reason of choosing this method correlates with an aim of the research. As Harling (2002) underlines “when multiple cases are used, a typical format is to provide detailed description of each case and then present the themes within the case”. In order to get the study of more than one case that in my assumption is best to compare the attitudes of teachers from different places who teach in inclusive classrooms. Moreover, the study uses different sources of information for data collection as one-on-one interviews with teachers and classroom observations which were stated by Creswell (2007) as an ultimate part of case study design. The goal of comparing different cases is in avoiding the “wholly idiosyncratic” of events in only one case (Creswell, 2014).

There has been an inconclusive debate about whether we need a theory in case study or not. The foregoing discussion implies that Stake (1995) criticizes the use of the theory in case studies and asserts its absence, whereas Yin (1995) emphasizes the importance of the theory in exploring the other sides of the

phenomenon. Creswell (1994) says in this regard that using the theory in case study employs the meaning of “theory-after” that means the comparison of different theories after the results of the case study theory. Thus, following the theory helps us to avoid the repetition. At the end of each case study the researcher can compare the existing theory and add his/her own viewpoint and theory. However, the limitation might be that one should also avoid predicting the research results according to the existing theory.

3.5 Validity and Reliability

The quality and the credibility of the researches are connected to the reliability and validity of the study (Golafshani, 2003) which means that the research applies to its name as to be called research if it is reliable and valid enough. The *data triangulation* had been used to ensure the audience with the trustworthiness of the study. It had been gathered from the different sources such as face-to-face interviews, classroom observations and policy documents of the schools. Data triangulation has helped to compare these sources which lead to the reliability of the research according to Cohen et al (2006). Before coming to the findings of the study the data from interviews, classroom observations, school document analysis on policy and the lesson plans were triangulated to make a final interpretation.

3.6 Conformability

I have used the method of *respondent validation* (Creswell, as cited in Shelden et al, 2010) and member checking as defined by Janesick (2000). I also sent the results of the summary of the findings by e-mail for the respondents

validation reasons whether they approved the data interpreted. Moreover for *member checking* I have asked participants to check the accuracy of the data findings and their exact quotations, as well as the permission asked to use the direct quotations. Robson (2002) emphasis the meaning of member checking as it is the way that the researcher shows his/her respect to the participants and their expressions and avoids bias. Just only after the process of the approval of all 5 participants of their interview interpretations the data had been used for the study.

3.7 Participants and Sampling

I used purposive sampling that includes snowballing technique to recruit a group of teachers from asking the principal, vice-principal and the teachers of the other languages in order to recruit teachers based on the knowledge of others about them. The mentioned type of the sampling perfectly fits the notion of the study and helps to the researcher to “intentionally select individuals and sites who can best help to understand the central phenomenon” (Cresswell, 2014, p.228). The sampling was purposive that is why I interviewed 5 (2 from each type of school and only 1 from special school due to the availability) teachers with experiences in teaching children with disabilities of different grade levels of secondary schools. The schools represent only urban setting. However the different types of schools (special, inclusive and mainstream) were chosen with the aim of taking the chance of comparable analysis (Strauss & Corbin, 1998) which means that the teachers have different background and experiences with different types of disabilities. The interviewees were chosen as to be able to answer the questions of the study and to meet the aim of the study and “those samples are relevant to the research questions that are being posed” (Bryman,

2008: 418). The purposeful sampling was also used to choose the schools and cities.

Information on the participating schools

School #1 (experimental inclusive school)

This school is located in one the biggest and developed cities of Kazakhstan. The school is not officially fully inclusive. However it has the status of inclusive mainstream secondary school and has inclusive and correctional classes. The school has humanities and linguistic specification which correlates with the main aim of the study as it studies the attitudes of language teachers. There were two interviewees from this school whose interviews will be described in this chapter and analyzed in the next chapter. They both are newly qualified teachers. Respondent B has an experience of being a tutor of SEN children because of the lack of English language teaching hours in the beginning of her career. Then she became a full-time teacher. Teacher A has two years of teaching SEN children in the above mentioned school.

School # 2 (mainstream school with inclusive and correctional classes)

These teachers are more experienced, but the years of teaching in inclusive classrooms may vary. Teacher Marta (replaced name) has 26 years of general teaching experiences and 5 to 6 years of teaching experience in correctional classes. Teacher Maria (pseudo name) has 6 years of general teaching experiences and 2 years with SEN children. Both teachers gave interviews in Russian that was due to their preferences.

Marta: “We are officially mainstream school with correctional and inclusive classes” (3: 097).

School #3 (special school)

Due to the availability of teachers it was possible to take interview only from one teacher of the mentioned type of school. The school is located in Atyrau city which is the hometown of the researcher. But the researcher doesn't have any connections to this school and was visiting for the first time. Aru (pseudo name) has teaching experience in mainstream school and now she teaches in special school. Her experience with SEN children is one year. General teaching experience is four years. She graduated from the local university in Atyrau city.

General information about participants

Pseudo names of teachers	School type	Teaching experience
Respondent A	Inclusive school #1	7 years of general teaching experience; 2 in inclusive classroom
Respondent B	Inclusive school #1	4 years of general teaching experience; 2 years in inclusive school
Marta	Mainstream school #2	26 in general school, 5-6 years in correctional classes
Maria	Mainstream school #2	6 years of general teaching experience; 2 in correctional class
Aru	Special school #3	4 years of general teaching experience; 1 in special school

3.8 Research Method and Data Collection Instrument

For the data collection method I have utilized the semi structured face-to-face interviews and semi-structured interviews stated as “one of the most powerful ways in which we try to understand our fellow human beings” (Fontana and Frey,

2000: 645). Face-to-face interviews with teachers occurred in the schools as it was comfortable for them to participate with length from 30 to 50 minutes depending on free time of teachers. The date and time of face-to-face interviews were up to the schedule of the teacher. In order to facilitate subsequent data analysis, the interviews had been audio-taped and transcribed verbatim (Shelden et al, 2010). 5 single-participant interviews of broad, open-ended questions structured to investigate the teachers' perspectives toward inclusive education and readiness of teachers to teach English in inclusive classroom. Semi structured will permit me to make a trust while maintaining a feeling of openness (Kvale, as cited in Creswell, 2014) The thoughtful and open-ended interview questions (Appendix 1) which are based on the trust could be found in Appendix part of this research. Many researchers suggest that it is not necessary to follow all questions listed in the interview guide during the interview; hence the main aim of the research is to know the real thoughts of the participants and to do so it is necessary to avoid typical answers to typical questions. Robson (2002) suggests to "...listen more that you speak; put questions in a straightforward, clear and non-threatening way; eliminate cues which lead interviewees to respond in a particular way; and enjoy it" (p.274). However, it was also necessary to guide interviewees with the listed questions because they tend to go off the topic while sharing their experiences. Thus it was crucial to find the harmony between the strict interview guide questions and the thought of keeping the process more natural and open.

3.8.1 Structure of the interview

The open ended interview which is attached to this research (Appendix 1) consists of 15 questions. First four questions aim to get the general information

about the interviewee. They are about personal information which also affected the results of the study as age, gender and teaching experiences. The next 2-3 questions are about the definition of inclusive education and their general understanding which is related to the key concepts of the research sub-questions. The questions from 8 and 9 are about the support in teaching children with special needs, if provided. Questions from 10 to 14 are about the types of disabilities and the thoughts of teachers about inclusion of the different types of disabilities. The last but not the least question 15 is about the hindrances towards implementation of inclusive education which is related to the concerns in the central question of the research.

3.9 Data Collection Procedures and Gaining the Access

The detailed procedure followed steps such as: the researcher found the gap in the topic area close to her own experience and formulated a problem. Further, the researcher started to investigate the problem and have created the research questions to find the solution to the research problem. Based on the personal experience and the findings from the literature review the research developed to the stage of creating the research questions and informed consent forms (Appendix 2) which had been approved by the research supervisor. The researcher started the process of data collection after getting the approval from the supervisor on the risks, possible limitations, research questions and ethics. Specifically, July was the month for getting the access to employ the research, thus researcher sent emails to the schools and school principals. The bureaucracy is an existing problem in Kazakhstan; hence the process of getting the responds from the schools took more time than it was planned. One school director was on

his/her annual leave which has stopped the process up to the end of August. In September, all schools finally agreed and permitted to employ the research and the researcher travelled to two cities. The participants of this study had been recruited under three techniques: administrators' distribution of recruitment materials, colleagues' suggestion on other language teachers and the last but not least, a participant referral snowballing technique, where participants can distribute the recruitment materials to those who are from their opinion are more experienced and have experienced different situations. Prior to the initial interview all participants were provided with the consent form (Appendix 2) in three languages (Kazakh, English and Russian). They were asked to choose the language most appropriate to the language they use and comfortable to them and to sign the consent forms. The interviews as well as the interview questions were in three languages where they were allowed to choose the most comfortable one. The data collection took 2 weeks (from the 2nd of September to 16th of September 2016). First two interviews in schools in two big cities held by the time of start of the new academic year. That is why teachers, head-teachers and principals were extremely busy which was hard to designate the date and time for the interviews. However, at the end of the interviews teacher were happy about the fact of conducting a research about their opinions and they asked to share the research findings and results to implement it in the nearest future in the schools.

3.10 Limitations of the study

While planning and doing a research it is almost impossible to make the process perfect. Several limitations appeared during conducting a research. For instance, the first limitation of this study that could have been affecting the results

is the trust of teachers on principals. To this it means that some of the teachers were afraid to share the most insights of the problem. The possible mistake in this sense was that I didn't ask the questions from teachers about the trust in their directors and how their words during the interview might influence the attitude of their principals. The second limitation might be the location of the interviews. All teachers designated their schools as the place comfortable to give interviews. However, as in cities the schools were getting ready for the new academic year and with some teachers the interviews were held in noisy halls.

3.11 Data Analysis

Data analysis is the heart of the research; hence it influences the results and the quality of research. Merriam (1998) insists that the data analysis is the procedure of “making sense and meaning from the data that constitute the finding of the study” (p.178). Thus the critical analysis of data without bias from the researcher is the main factor of the successful research. The researcher should not add or keep information from his/her own knowledge of the topic. The data should be interpreted in the best sense it sounds.

Qualitative content analysis had been used in deductive way which was described by Burns & Grove (1997) that data flows “from general to specific”. Thus it is a crucial, complicated and wide scale process of managing the data through dividing them into meaningful categories and using high academic skills to interpret simultaneously by comparing with the relevant theory.

In qualitative research it usually begins with the coding of the interviews. Further, these codes interpreted to the existing or new categories (Marshall & Rossman, 1999, p. 151; Seale et al., 2004, p. 475). Continuous analysis should

exist in all stages of the research, because it helps to avoid bias and repetition. As it was warned by Sandelowski (1995), a researcher has to read the transcribed interviews as it is needed to comprehend and scrutinize the data in general. Thus, the researcher read all transcribed interviews as many times as it was necessary to get the whole sense of data (Creswell, 2014). By reading it repeatedly the researcher can comprehend the actual thoughts of the respondent.

The qualitative text analysis computer program Atlas.ti™ had been utilized for the content analysis. All transcribed data were added to the program as a new Hermeneutic Unit and called “analysis”. The interviews have been uploaded as one set of documents and had five word documents with teachers’ interviews in it which were counted as the primary documents. In the discussion part there is a system for numbering of the quotations appeared by the program Atlas.ti™. For instance, “(2:51(23))” means that the first number 2 is the interviewee’s number, 51 is the number of quotation and 23 is the number of quotation line. No single interview was conducted in English; hence it is not the mother tongue of the participant teachers even though they are teaching it in schools. All of them expressed their wishes to answer in Kazakh and/or in Russian. The process of analyzing data remained in the language given by participants, but the codes and categories as well as the quotes and quotations are given in English.

3.12 Ethical Issues

This empirical enquiry paid a huge attention on the ethical considerations because it a) influences the perception of participants about research and b) it is the factor influencing the criteria of a strong academic research. The topic of inclusive education in general is the most touchable and sensitive. That is why

ethical issues have to be implemented in a right way. The age, names and gender of teacher participants are undoubtedly replaced and changed. Because one of the main priorities of the study is the protection of interests of the participants and not putting them at risk, that is why the researcher relies on the Revised Ethical Guidelines for Educational Research (BERA, 2004) to be sure on the appropriateness of ethical standards. Kazakhstan doesn't have specific requirements on getting permission on conducting research. Moreover, the participants of the study were teachers and their age is above 18, hence their ages allow them to participate without any permission from other people. The consent form was in English because the participants of the research were teachers of English and it was possible for them to understand.

4 Chapter 4: Findings

4.1 Introduction

The aim of this chapter is to present the findings from the collected data analysis relied on the literature and theoretical framework described in first two chapters. First of all, the analysis of data has been done according to the theoretical basis of the research that had been described in literature review part of the research. According to the theoretical framework on the theory of Hornby (2015) on *inclusive special education* he identified following concepts that are the factors influencing successful implementation of inclusive education, they are: definition, right, labeling, peers, aetiology, intervention models, goals, curriculum, reality, finance, means and ends and research evidence. According to the nature of the study and relied on the theoretical framework, the researcher chose five themes from the above listed categories of the theory of inclusive special education and connected them to the key concepts of the question and sub-questions of this research about attitudes, concerns and understandings of teachers. The chosen key concepts are: definition (own understanding of teachers), right, peers, curricula, finance and the reality. As it was highlighted in the literatures, deductive content analysis is the way “testing” the categories, contents, theories and hypotheses (Marshall & Rossman, 1995). That is why, in the results of the study the key concepts of the research question (attitudes, understandings and concerns) will be connected to the categories from the deductive analysis (definition, right, peers, curricula, finance and reality) and will give the holistic picture of the nature of the study.

4.2 Section 1: School #1 Results

4.2.1 Definition

Respondent A who has 7 (two years with SEN children) years of professional experience, perceives inclusive education as “cooperative learning” (1:13), while Respondent B with three years of experience in inclusive classes defines it as “teaching children with special needs on their level of development” (2:11). As it can be seen from the results, two definitions are different in their meaning which can be interpreted as the gap in the policy and teachers do not have general one understanding.

“A teacher should pay more attention on SEN children and create special learning plan and special teaching should be done with them. More attention should be paid to SEN children. For example, easier tasks...some of them might not understand the task right away...” (2: 11).

“Why we are teaching them together with ordinary non-disabled peers? It is because...they shouldn’t feel themselves excluded from the society, to make them feel that they also have opportunities. As well as the idea of getting education together with their non-disabled peers and we create that environment for them...” (1: 13).

4.2.2 Right

Both teachers were not sure about the right of all children getting education in mainstream schools and if it is a good decision for severe types of disabilities. According to the teacher’s words, the success of SEN students depends on their ability, skills and intellectual capability. For example Respondent A considers that:

“Hmmm can they get equal education?....mmm yes. We have very good students. There are some gifted students among them” (1: 55). Whereas Respondent B says:

“No, I don’t know if they can get equal knowledge as their non-disabled peers. May be if they do their bests and their health conditions allow them to do the best...There are some children whose abilities are limited, but their level of understanding is high” (2: 39).

The most interesting fact here is that they both mentioned about the process of teaching English to SEN children and that they make easier tasks for them and pay more attention during the classes. From the other hand, if teachers pay more attention to disabled children it is more likely that their non-disabled peers will lack attention

Respondent A: *“We make special plan for them. At the beginning of the school year when we make the study plans, we make for them individual plans. We make it easier for them. It mostly contains handouts, cartoons etc. Anyways we make easier programs for them. Even during the assessment we raise marks in comparison to other students”* (1: 42). However, in this case, if teachers make everything for them in easy way and they help them to do all the tasks it could give negative results. A child with disabilities could remain on one level and won’t develop anymore.

Respondents B: *“A teacher should pay special attention to them, make special program and teach them differently. We pay more attention comparing to the others. For example, easier tasks. They may not get the idea right away or not the whole idea. To that sense, we should prepare tasks”*(2: 11). They both show

that they use differentiated program in teaching. However, there should also be a balance. Children's psychology of both disabled and non-disabled could be affected by underestimation and lack of attention.

4.2.3 Curricula

One of the teachers strengthened the idea of the parents' influence on making the subjects important for their children. For instance, parents might influence their children to study some subjects more and some subjects less, depending what subject they think is important for life and why do they think in such way:

“Two students with SEN whom I was tutoring were Russian speaking students. They were from Russian medium of instruction classes. They didn't like Kazakh or English, because they didn't want to learn. The main subject for them was only Math. I think their parents taught them about which subject is crucial and which one is not...and they liked English more than Kazakh. Actually all other students are interested in English. Even children with disabilities ask about English. I think they are interested because it is a foreign language....it seems they are interested” (2: 27).

4.2.4 Reality

Both teachers were confident with teaching children with special education needs, even there is a lack of teacher training and in-service training. Moreover both teachers were sure about the effectiveness of the seminars and workshops on the topic of inclusion.

Respondent A: “....no I haven’t heard about inclusive education before. I don’t have experience with SEN children in past. However I wasn’t frightened of teaching them. (1: 15) They (school administration) send us to different training courses. Specifically, it was in last 2015-2016 year. (1: 19)Teachers from the whole republic were participating. Yes, it was the course dedicated to the teaching in inclusive setting. So we go to such trainings and add necessary skills (1: 21)It was 72 hours and lasted one week. That training had two directions. One was for the methodology in teaching, the second...hmmmm...I forgot it...but I have a certificate. So in general it was in two directions (1: 25)”. Even interviewee was sure about the effectiveness of such courses held one time in a year, it was impossible to know about the exact themes of the training. They both don’t remember what exactly they were taught on those courses. Here, the question of a real effectiveness appears and the content of the courses. The idea of the teacher trainings should not be just to held, to participate and to get the certificates to show afterwards, but it should be lasted in the memories of teachers for the period of teaching, it should also be practical and useful.

Respondent B:

“Yes we didn’t have courses on inclusion during the bachelor’s degree. Now I am teaching and there are no trainings specifically on inclusive teaching. But as we are inclusive school, they held seminars in this school. So we learn from them. (2: 35)... ”

Afterwards, the researcher asked the questions to know more insights of interviewees, specifically to know about their opinion on the effectiveness of such trainings. Both teachers answered that it is undoubtedly effective and they both are

the newly qualified teachers. It was also seen that teachers didn't want to say negative opinions about governmental programs. But the question of the training of more experienced teachers and the effectiveness of such courses to them will be discovered in the coming sections.

Respondent A says: *"Of course these teacher trainings help us. They have been created to be effective. Because...for example, I didn't have a chance to work with such children before. There are lots of teachers as me on those courses. They teach us how to work with them, how to find a way for such children, they teach us everything"*(1: 29)

Respondent B: *"Yes, I think it helps. We work with professionals who studied inclusive education. We ask from them what we don't know. They teach us"* (2: 37).

From the words of the teachers they are confident to teach SEN children, they think positive about teacher trainings however, further the researcher asked about their opinion if they prefer more inclusive schools in Kazakhstan than special and their opinions divided.

Respondent A finds it *"I think it is better if we have special schools. Because in such inclusive school there are children whose health conditions are too bad. They can't walk. They can't listen to the teacher and they can't understand anything. They need special schools. But for those who have more better health conditions we need inclusive schools....."*(2: 45) *But children want. They want to study with non-disabled peers. Even their parents want. But the thing is there won't be a good result..."*(2: 47)".

Respondent B admits: *“well, when this school has just been opened, it was the only inclusive school in our city. Children were coming from far and near parts of city. It was far, but they were coming to get knowledge. With the system of inclusion they can go to the nearest school. Now they won’t say we can’t accept. From this view it is a good development (1: 63)”*. However, the problem of rural children coming to the school is not the question of inclusive education. It is more the question of equal access both for rural and urban children.

They also both have teaching assistance per SEN child or one for two SEN children who helps children to follow the program. This fact could also influence the general attitudes of teachers. It is also very crucial to strengthen the existence of compassion from the side of the teachers toward disabled children which is also the other question for debate. For example, Respondent A says that *“I didn’t know much about children with disabilities before. And I, hmmm, well, when a person see such people he/she wants to help them and feels pity to them I would say. That is why at the end, you wouldn’t even understand how you started to work with them” (1: 52)*.

The aspect of finance and peers haven’t been mentioned by these teachers during the interviews.

4.3 Section 2: School #2 Results

4.3.1 Definition

Teachers tried to give not the exact understood definition, but the definition appeared from their experiences. Marta announces:

“Well you know, I myself understand it this way... Inclusion is far away especially from English. Explaining, some students hardly write their names in

their native languages. They can write their names with just three letters. It is too far to talk about foreign language learning. Kids could be different. For instance, last year I had two secondary school classes. They both were correctional classes. They were all disabled physically and mentally, whole class. It was just impossible... You can write on the desk, you can draw or you can give pictures and interesting materials...it doesn't matter. It depends on the child's surrounding ... (3: 031)"

From this point of view it is a need to explore why an experienced teacher thinks negatively about teaching English in correctional classes of the mainstream school. The next concepts will try to investigate the factors influencing attitudes in this particular case.

4.3.2 Right

They were explaining how students come to this particular school and if it is by chance, by preference or by the wishes of parents. Maria says in these terms that it depends on the situation and the type of disability and chronological age of a child: *"No, sometimes it happens that there is no available place in the nearest exactly the same mainstream school and they...that school don't say no...but they say they don't have correctional classes. Then they send a student to that school where they have correctional class of his grade. Meaning if he is 8th grade he goes to the class suitable to his chronological age. "(4: 034).*

Even they express problems of inclusion their understanding about the ideology remains the same as in other countries. For example Marta says *"So they are normal, ordinary children. They must be engaged. We should not kick them out. They are also human beings" (3: 028).*

They were both positive of inclusion, but the factors and problems of everyday teaching experiences give the general negative perception to them. Maria emphasizes the inclusion examples of other countries: *“Well, for example, disabled people in other countries are engaged almost in all activities, they do participate in different extra curricula activities. Sometimes they are engaged more than their non-disabled peers. Such students have different abilities. Okay they have some health restrictions, but they participate in other spheres and get more involvement. Some students have very strong drawing skills, they can draw professionally. Someone sings very well. This means in some parts of Europe they are actively involved, included and engaged. Now we are also trying to put this tradition into the force in Kazakhstan and involve more disabled children in schools (4: 029).* She also pointed out that if the schools in Kazakhstan would also be facilitated as in the developed countries, teaching all children isn’t problem for them. Here the economical status of the country appears as the factor influencing the attitudes of teachers.

4.3.3 Curricula

The thoughts about curriculum also were diverse by its meaning. They both accentuated the importance of the type of intellectual abilities of SEN children. Marta described a girl with autism and that in her case inclusion has a good results. The other thing is that the family of a girl was working hard on her development.

“She can sit and not to listen the whole class. But then when you ask her what was said during the class, she will repeat everything. She writes without mistakes...I can even ask her words from the 10th grade book, she will pronounce

it correctly, will write it herself and her handwriting is perfect. She is excellent in math. English is also perfect but the main problem that she can talk to someone and also exclude someone from her attention (3: 034)”

When she was describing she was satisfied with her results and she was explaining it positively. This means that the attitudes of teachers also depend on the intelligence of students and the achievements of students “*what I have understood is that it depends on their parents. The girl exercises with dolphins. Her parents are ballet dancers and they are very intelligent. But unfortunately their daughter was born like that (3: 037)”*. Every time Marta was emphasizing the role of parents of SEN children and their involvement in education of their child.

4.3.4 Reality

What the reality says and what are on the policy documents is always different. As in the first example of inclusive school teachers were unsatisfied by the level of teacher trainings, classroom facilities and teacher support from the government and policy makers.

From both schools it can be admitted that the attitudes towards inclusion may vary due to the years of experiences, however the problems that they express are similar and it remains as independent variable. For example, in this specific school teachers don't have teaching assistance (TA). Not only in English languages classes, but in general, there are no teaching assistances in school #2. The hardness of not having TA could also vary depending on the severity of the disability of a child. Marta was describing a girl who simply can't feel when she

wants to go to toilet. The researcher tried to explore who does the duties of regular teaching assistances.

Marta: *“Well, in our school it is the responsibility of the classroom teacher. It lies on our shoulders. Who is a classroom teacher? She is a manager of a classroom, she is also a teacher of a particular subject, mom and dad for students, a person who brings students to the rest rooms, to the canteen...etc. That is how we spend days in school from 8.00 a.m. till 8.00 p.m.”* (3: 057). While describing these problems it was easy to notice that extra problems of teachers make them tired of teaching and in general, of being a teacher.

Maria: *“May be the reason is because we have only 4-5 correctional classes?”* (4: 036).

However, even the school has 5-6 correctional classes subject teachers should not do the duties of teaching assistances. It could impact the quality of teaching. While these teachers were explaining the researcher could see that they were embarrassed to talk about this issue, but it seems they were tired of doing extra duties.

The other reality that was mentioned is the classroom facilities. At least the classes of the language teachers are not equipped with interactive boards, computers, printers and speakers. The hearing equipments for students and teachers were given only in last year. Children were in the class and teachers had to explain everything individually by staying closer to the student. *“A girl has hearing equipment. We also have it when she is there. In this way I think the process goes better. She can hear, she can hear what to do, how to write, meaning she receives information in different way now* (4: 072)”.*”*

“Interactive boards are not distributed for language learning classes. These boards are only for primary education classes. They remain quite about giving it to language teachers (laughing)....”, says Maria and “we don’t even have computers in the classrooms”(4: 081). They were also sad talking about teacher training. Marta mentioned that the last time she participated on the training for correctional classes was 10 years ago. The second teacher said that there were a couple of seminars for teachers of correctional classes to teach children with hearing loss. But it wasn’t for the teachers of the secondary schools.

4.3.5 Peers

It was interesting to see the diversity of visions of teachers of the Republic of Kazakhstan from the different parts and different types of schools. The teachers of the school #1 were positive about the acceptance of disabled children by their non-disabled peers and even their parents. However, language teachers of school #2 say that it is the main problem. Not in terms of the acceptance by peers but by the society: *“The main thing is the idea of accepting SEN children, right? Meaning how the society accepts disabilities. This is the first problem I would say”* (4: 090)

“Our society is not yet ready to accept them. Even the willingness of the society to accept them....” (3: 021). Marta emphasized the role of the parents and the way of upbringing that influence the fact of acceptance.

Marta also said about the effect of the disabled student on non-disabled or vice-versa. She alarms about the unconscious effect of teaching disabled children in inclusive classroom or inclusive school: *“For example I have a class with SEN child and non-disabled students. So for example he understood clearly everything,*

but Petrova (literally) didn't get that information at once. I will close my attention on Petrova and will put away the case of that child who understood. So the other children afterwards will go home and complain that a teacher was working only with Petrova. In abroad it is good. Policy makers listen to the voices of teachers. We are lack of such democracy" (3: 087).

4.4 Section 3: School #3 results

4.4.1 Definition

It was interesting to observe the differences in the given definitions by the teachers of different types of schools, because their definitions depend on their experiences and types of schools. For example, in this case a teacher teaches in special school and she defines it as *"Inclusive is teaching children with complex and severe types of disabilities. I think that once a child has any kind of disability he/she is in an inclusive setting. Students of our school are also in inclusive system. Inclusion means individual, isn't it? In my understanding it means individual and personal (5: 08) "*.

From the other hand, the issue of different definitions by different teachers of different school is also the problem of the government. It gives a picture of the lack of official information from the government that states what inclusion is, who can be included and what type of disabilities and needs could be included in this system.

Then she has explained the system of teaching students of this school. In this school English has a role of extra course, not the compulsory one. This is why they make English easier for children. If they are grade 6, they learn the program

of the 5th grade. In case if they can't afford they teach them lower grade's programs.

The reason for her to come to this school was her sister. She gave an idea that she should be qualified in speech therapist because there is a shortage of good qualified speech therapists. From her words it also can be underlined that she is more affected by the feeling of pity: *"These students need a help because of their disability. I think by teaching them we get their gratefulness (5: 10)"*

4.4.2 Right

She gave a very thoughtful opinion about children's moral and human rights to be mainstreamed. She explained that:

"They can't be mainstreamed, because they need their proper correctional classes. I think their psychology is very different from other children. That is the reason for our children coming back from mainstream schools to special" (5: 40).

However she stresses the importance of the correctional therapies in case of inclusion. If, for example students with disabilities get professional support even in mainstream schools, it could be possible to include them. Another factor was the role of parents in the development of a child as it was mentioned by the teachers of school#2.

4.4.3 Curricula

If in other cases most of teachers said that students with SEN don't need English, Aru believes that learning English affects lives of disabled students in a very positive way. She also pointed out of the geographical and financial peculiarities of the city that help students to see more foreigners and be motivated to study English: *"Because Atyrau is the oil capital of Kazakhstan and we have*

many foreigners here from all over the world. We have sponsors from NCOC (North Caspian Operating Company) so they buy school utilities and they established Montessori class in this school” (5: 10). Undoubtedly, getting finances for SEN children of special schools is more realistic than from the mainstream school. Big organizations and oil companies invest in local community development and most of them keen on helping children with disabilities. It is harder to announce lack of finances for the mainstream school SEN children.

“Yes, I think they need English. Because once they would finish this school, they are going to be among our society. Even if he will be a driver of a taxi, he needs English. If his client will be an English speaking person, he should be able at least to greet him and say good bye (5: 38)”. However she mentioned the problem of unreached school children.

“Some children come on 6th grade, because they are unreached school children. This is the only special school for hearing and visually impaired children in this area that is why children come from far distances. Some parents can’t afford their children coming to this school even we are boarding school. By the time they come to this school some of them are already 14-15 years old and they don’t know Math and English (5: 38)”.

It was also mentioned that children with severe types of CP and Down syndrome don’t study English. English is only for students with moderate types of hearing problems and children with cochlear implants.

4.4.4 Reality

The main difficulty and challenge for this school is the amount of the SEN children. It should not be less from the fixed amount. If they have fewer children

in one class, they mix two classes during English. That is one of the realities teacher mentioned during her interview. Two different grades can sit in one classroom so the teacher should divide a desk and explain different themes to different grades: *“For example, 5th and 6th grades have to sit together, because there is a shortage of students. There should be 8-10 students in one classroom, if not they will close the class. If they close the class it concerns also the teachers. If no teachers they will close the school. The breakup means that there will be uneducated 30 deaf and 20 children with cochlear implant. It also concerns children with visual aids. (5: 34)”*.

The other reality is the lack of facilities even in special school setting. Aru says that they don't have Braille system books and facilities. Aru has to write the letters as big as possible. During the class observation the researcher could see the hardness of this process. On a piece of paper a girl was reading a text attaching it too close to her face. *“This means that we have to find a way for each child in the classroom (5: 34)”*.

The reality also touches the complexity of teaching English to the students with disabilities: *“If a child has problems with hearing, he can't catch up the words. Meaning, there is no signal going to his ears to pronounce the words. This is why I have to pronounce it first, then I have to show it on the board and then you have to show this letter in the word. Three levels to teach just one word. Thus to teach the words as “my family” I have to pass through these six stages (5: 12)”*. She also mentioned the consequences of such problems on children's behavior and that they become angry because they can't hear sounds.

Her attitudes about teacher training are different, because in this case the interviewee had full-time one year of speech therapy course. She is satisfied by the high level of competency of teachers who taught her. She was studying in Uralsk city which is close to Atyrau. There were seminars with the professionals from Moscow which she thinks was very productive.

“They taught us not about how to teach English to SEN children, but about how should a speech therapist teach, how should behave surdopedagogist, tiflopedagogist and logoped. Also we had lectures on the methodology of teaching, exercises during language classes and the ways of teaching students with hearing loss. If we don’t do the exercises, there is no need even to come to this school (5:29) ”.

Afterwards she explained that if the letters for today are S and A, all subject teachers will exercise 5-10 minutes on this letters during their classes. Even if it is math subject or geography they have to practice. This gives another understanding of how complex is a teaching process should be for SEN children. Another question rises about the complexity of the exercises in inclusive and mainstream schools with SEN children and the quality of the work should be done to SEN children.

4.4.5 Peers

In terms of the section about peers, Aru noted out the attitudes of non-disabled peers toward SEN children in the mainstream school. There were children from her experience who went to mainstream school and left this special school for a while. After some time they came back because:

1. they couldn’t catch up the program of mainstream school

2. they faced bullying and teasing from their non-disabled peers

“Children grow fast. They are developing fast to understand enough. SEN children mostly come back to this school upset by the behavior of mainstream children. This is why I think it is better for them to study in special school. When they grow and go to the colleges and universities they are included and study in mainstream institutions. By that time they are not children and adults won’t do teasing and bullying (5: 42)”.

She also has shared her opinion about inclusion of SEN children in mainstream schools. *“If a child 100% deaf, we shouldn’t include him/her into mainstream school setting just because of the policy. If we take ordinary school with 800 participants, deaf child could harm himself. Blind child can damage himself also. But I think it is possible to include children with moderate types of hearing and vision loss (5: 52)”.*

4.5 Discussion

All academic puzzles will be collected in this chapter to give the holistic picture of the attitudes of the secondary school English as a second language teachers regarding implementation of inclusive education in the Republic of Kazakhstan. The research have proved the correctness of the methodology, tools and methods chosen for this particular research in the methodology part. Current section will gather all information together from the reported thorough analysis of data and discuss the final findings.

The literature review of this study gave an opportunity to set the preliminary set of codes based on the existing theory according to the basics of deductive analysis. These concepts have helped me to cut down the data and use it

for creating new models of the study. Inductive reasoning had been utilized for analyzing new codes from the rest of the study and to divide them into suitable new or existing categories from the theory. According to Berg (2001) inductive categories give chance “to link or ground these categories to the data from which they derive” (p. 246). These concepts helped me to answer to the research questions. Firstly, the chapter will discuss the findings on the central and three sub-questions of the research. Central question: What are the attitudes, understandings and concerns of the secondary school English as the Second language teachers about the inclusion of children with disabilities?

Three sub-questions are the following:

1. What are *inclusive school* ESL teachers’ attitudes, concerns and understandings about inclusion?
2. What are the concerns and attitudes of *special school* ESL teachers?
3. What are the attitudes and concerns and understandings of *mainstream school* ESL teachers?

The following list of findings is to answer to the sub-questions of the study.

4.5.1 What are the attitudes, understandings and concerns of the secondary school English as Second Language teachers about the inclusion of children with disabilities?

Three keywords of the central question as understandings and concerns, which comprise the attitudes of teachers, identified in this research work as definition, reality and curriculum.

The understanding of teachers of schools had been found in the finding category of definition. By asking the personal understanding of definition of the term inclusive education and inclusion of children with special needs the researcher could evaluate understanding of inclusion in general. Definition is the code found in the theory of Hornby (2015) from the process of reviewing the literature.

4.5.2 Definition/Understanding

In fact, all teachers defined it as teaching children with special needs. Marta was the only respondent who explained it in-depth from her personal viewpoint and many years of teaching experience by identifying it as teaching system which is far from teaching English language according to its complexity. Her thoughts are that children with severe types of disabilities who can't even write their names in their native languages cannot refer to inclusive education and learn English. It was also confirmed by the definition of Norwich as "...its definition and use are seriously problematic" (Terzi, 2010, p. 100). The opinion of Norwich could be concluded that inclusion is a very hard issue in the system of education. Marta has identified it as a time consuming type of teaching from her experience. Furthermore, Hornby (2012) also pays huge attention on the definition of inclusive education and underlines the sense of responsibility of not confusing it with social inclusion, whereas social inclusion means an inclusion of all into the society. The ideology of inclusive society (disabled people, minorities etc) is the mandatory and primary responsibility of people. In fact, it could not be implied to the inclusive education system that was happened in case of the teacher Marta. The reality of inclusion in her professional experience gives more negative

attitudes toward inclusion of all. In her own definition of inclusive education it is impossible to include everyone in the school, particularly severe types of disabilities.

All other teachers have less experience in teaching children with special needs. From one hand their attitudes are influenced by lack of experience in new sphere and from the other hand by the unspoken tendency of not criticizing the government policies. This is also correlates with previous research findings. According to the study of Cochran (1998) idealistic and impractical philosophies of inexperienced or teachers with few years of experience are more positive than the teachers' with more years of experiences. From the findings of school #1 both teachers are young (27-30) and they both have from one to two years of experiences in teaching special needs children. Respectively, they both define inclusive education as positive ideology and system. However during the interview, for the question if they prefer more inclusive schools in Kazakhstan, they both said that special schools benefit more for children with disabilities. This is again proves the inner thoughts of teachers toward inclusion without influence of the government policy. Here should be emphasized the strength of the research methodology that the researcher didn't select participants by age and teaching experiences which helped to do the analysis on influence of age and years of experiences on the attitudes toward inclusion. The weakness should also been pointed out that there were no male participants among the participants of the research. In the study by Muleya (2006) the findings showed that female teachers are more positive about inclusion than males. Another research by Avramadis et al (2000) showed that the gender of teachers doesn't change the attitudes toward

inclusion of disabled children. Anyways, the philosophy of teachers and teaching is one and it should not depend on gender.

The definition of Aru (school #3) about inclusion was also negative. She explained that the process of work with disabled children has to be complex and systematic which is hard to reach in mainstream schools due to the lack of facilities and professionals. However, it is opposite to the theory of Zambelli and Bonni (2004) that the deep knowledge and good source of information about disabilities and inclusive school affect positively the attitudes of teachers. In this case, Aru has 4 years of teaching experiences and one year of special training as logopedist. Her definition of the problem of including special needs students in mainstream school setting connects to the actual and real needs of SEN student. She underlined that inclusion might have negative results even teachers have positive attitudes.

Another definition affecting the attitudes of the teachers is the existence of the sense of pity towards children with disabilities. Interviewees from school #1 expressed they feel pity as well as the teacher of special school #3. This is also can be explained by the charity discourse (Tomlinson, 1982). Olivier (1986) explains the charity discourse as the moral duty of helping people with disabilities and waiting for the thankfulness from the destiny as they are helping to the “objects of pity” (Borsay, 1986). Under the term of charity discourse teachers accept children as “low-achievers” and “low attainers” and they are under the general term of children with special education needs (Adey & Shayer, 1994). The advantage of this term is that it should exist in the education standards from the humanistic

point of view. However the worst part is that teachers are labeling children with SEN and decreasing the achievement standards (Riddel, 2007).

4.5.3 Concerns/Reality

Reality is the category found from the theory that can apply to the concerns of the teachers. Concerns of all teachers from the results of analysis are that the severe types of disabilities should not be mainstreamed. In other words they do believe in successful implementation of inclusive education, but the types of disabilities have to be selected. The results of several studies have shown that the more severe is the type of disability of SEN children, the more the attitudes are negative towards inclusion and contrariwise (Opdal et al, 2001., Yuen et al, 2001., Smith, 2000., Avramis et al, 2000 and Lanier et al, 1996). However, supporters of inclusive education idea might be against of this idea from the understanding of more humanistic point of view and that no one should be labeled by the type of disability.

Another reality that Kazakhstani teachers face today regarding inclusion is lack of teacher training both in-service and pre-service. Here, it is also crucial to mention from own observations of the researcher that during the interviews teachers were frightened to tell about existing problems. The study shows that the attitudes of teachers are influenced by the level of physical and human support (Avramidis et al., 2002). Only few teachers could explain the lack of support from the government during the interviews. Most of them don't feel the support from law, policy, school principals, government and parents.

School #2 teachers described the fact that they don't have teaching assistants in their correctional classrooms. Lack of such support negatively

influences the perceptions of teachers towards disabilities and inclusion. School teachers are also concerned about lack of teaching facilities in the classroom. Teaching facilities as computers, printers, interactive whiteboards and internet do not exist in English language classrooms. Hence teachers are frustrated by such facts that affect their general condition and willingness to teach SEN children. As Marta emphasized, children in particular those with special needs are hard to concentrate attention on one theme. Modern facilities could help them to keep them interested on illustrations and interesting materials. However now they have to teach them only with student books.

4.5.4 Curriculum/Attitudes of English language teachers

The attitudes of English language teachers about including English language into the compulsory curriculum vary from school to school. Kazakhstan with its unique trilingual language policy has English language as the compulsory subjects for schools from the 1st grade. However, according to the results of the analysis teaching English is extra hard for students with severe types of disabilities. Teachers from the school #1 told that they decrease the assessment standards for SEN children. Teachers from school #2 are negative towards inclusion of SEN children to English classes. Researches done in the area of ESL learners suggest that tests and assessment of children with special need as learners of English as the second language are not productive for them anymore (Artiles & Ortiz, 2002). Hence there is a huge need in building a new system of assessment of the learners of English with special needs.

4.5.5 What are the *inclusive school* ESL teachers' attitudes, concerns and understandings about inclusion?

The results of the research from two participants from inclusive school suggest that they hold neutral attitude toward inclusion. They are not against as well as they do not fully support the idea. Due to the fact that they have few years of experience their attitudes were more based on the feeling of pity.

4.5.6 What are the concerns, understandings and attitudes of *special school* ESL teachers?

From the analysis of data it had been found out that the attitudes of teachers of the special school are negative toward including disabled children into mainstream and inclusive schools. The reasons mentioned in this case was that there would be less qualified special needs teachers, less facilities, less acceptance by peers and that also children will not be able to catch up the general curriculum.

4.5.7 What are the attitudes and concerns and understandings of *mainstream school* ESL teachers?

The attitudes of mainstream school teachers regarding implementation of inclusive system are also negative. Both teachers have experiences in teaching in correctional classes within the mainstream school. They both feel that neither the society nor SEN children are ready for inclusion. Moreover, according to their points of view it is impossible to include children with severe types of disabilities. However inclusion of moderate types of disabilities depends on the support and facilities.

4.5.8 Factors affecting attitudes of teachers

According to the research findings the attitudes of teachers are mostly fluctuating from positive to negative. The reason is that the existence of the following factors can affect their attitudes towards inclusion.

Factors affecting positive attitudes towards inclusion by all teachers:

- *children with high intellectual abilities (even they have other disabilities)*
- *teaching assistants per child or one for two children*
- *scharity feeling*
- *few years of experience in inclusive school setting*
- *less amount of children sitting in one classroom*

There are also the factors influencing negative attitudes towards inclusion of SEN children:

- *lack of appropriate classroom facilities, technology and aids*
- *lack of in-service and pre-service teacher training*
- *lack of methodology and supporting materials*
- *lack of parental involvement*
- *more years of teaching experience*
- *lack of finance*

All these findings were mentioned by the interviewees and analyzed to give more clear view on the problem of implementation.

5 Chapter 5: Evaluation and Conclusion

5.1 Introduction

In previous chapters the author gave a thorough description of the problem, methodology and methods, data analysis and discussion. This part of this empirical research on the attitudes of ESL secondary school teachers on implementation of inclusive education in Kazakhstan will give the general conclusion for the whole research, criticizing the strengths and weaknesses of the methodology, possible areas of implication and recommendations for further research.

5.2 Aim of the study

The main aim of conducting this particular research was the need in exploring the attitudes of English teachers on implementation of inclusive education in Kazakhstan. Both trilingual language policy and the policy of inclusive education are new to implement in Kazakhstani education system. There are few studies done about the attitudes of teachers on inclusive education in Kazakhstan, however, the uniqueness of this research is in exploring specific subject teachers' attitudes, particularly English teachers. The main purpose of this study was in analyzing the understandings, attitudes and concerns of teachers of English language of secondary schools. For this reason I have arranged the central question of the research and sub-questions referring to the central:

Central question: What are the attitudes, understandings and concerns of the secondary school English as the Second language teachers about the inclusion of children with disabilities?

Three sub-questions are the following:

1. What are *inclusive school* ESL teachers' attitudes, concerns and understandings about inclusion?
2. What are the concerns and attitudes of *special school* ESL teachers?
3. What are the attitudes, concerns and understandings of *mainstream school* ESL teachers?

The research questions were the central leading force in conducting this research and are applicable to each part of the research and aimed to explain the insights of the problems and concerns of the teachers, if any. The study also has a goal to contribute in the development of inclusive and special education in Kazakhstan by giving directions for further implications.

5.3 Methodology

According to Silverman (2005) the case study method helps to get detailed and analytical research results towards the phenomenon, which is why this method was chosen to conduct the research. Five interviewees with different experiences and of varying backgrounds had been involved in the study. The interviewees were representing three different types of schools in Kazakhstan which are located in three different cities.

Qualitative interviews and observations were utilized for the investigation. Semi structured face-to-face interviews were employed as a tool for data collection and gave an opportunity to get the deep understanding about the realities of participants. The computer based program Atlas.ti™ for the text analysis of the data. All codes and categories firstly found in the literature, hence based on the theory related to the topic of the research. These general codes had

been analyzed deductively in the discussion part and shortlisted for the results of the study. All these tools have helped to critically analyze the phenomenon.

5.4 Understanding the main phenomena

The concept of inclusion is the cutting edge policy to be fully implemented in Kazakhstan. The main aim of conducting this particular research connected to the policy of inclusive education and trilingual language policy of Kazakhstan. Learning language is challenging and interesting process for children. However, after the concept of inclusion all teachers of English language in all schools will have to teach children with SEN in their regular classrooms. There are some schools with piloting programs on inclusion before the official concept of inclusive education is being implemented. It is a huge debate among teachers, parents and policymakers and the attitudes are different. As it was emphasized by Avramidis et al (2000), the main hindrance toward implementation of inclusion is the teachers' attitudes. For this reason this study has a special place in teaching English as a second language for children with special needs.

The theoretical basis of this study was developed from the theories particularly suitable to the context of Kazakhstan. The reason is mentioned by Hornby (2012) that some countries which were following the idea of full inclusion from the UK and New Zealand are now "backing off" with them and doing exactly the same mistakes. He states that developing countries have a great chance to find a balance between full inclusion, full exclusion and proposes the new theory of "inclusive special education".

Hornby (2015) explains twelve confusions around inclusive education and gives the decisions for those mistakes. Some of these concepts of theory which are applicable to the research aim had been used as the theoretical basis.

5.5 Conclusions

The attitudes of teachers of English language in secondary schools of Kazakhstan cannot be identified as strictly negative or positive. The factors influencing the attitudes vary according to the type of school. The representatives of inclusive school are in neutral position and their attitudes depend on the severity of the disabilities. The participants from the mainstream school with special correctional classes expressed negative attitudes towards inclusion and underlined the lack of support that lead them to think negatively. It was also accentuated that severe types of disabilities should not be mainstreamed. The interviewee from special school had also expressed negative attitudes toward including children from special school to inclusive or mainstream schools due to the fact that qualified professionals and professional support would not be enough in mainstream school setting, because a continuum support should be provided for students with special needs (UNESCO, 1994).

Concluding the results of the study it was revealed that the confusions mentioned in the theory of Hornby (2015) also exist in the context of Kazakhstan and needs to find a balance in the system to avoid the repetition of the mistakes done by developed countries.

5.6 Limitations

One of the limitations of this study is the gender factor as it was mentioned before. It was possible to find only female teachers that could possibly be as bias. However, according to the previous researches there is no difference between the attitudes of different genders.

Another possible limitation is that the coverage area of the research was only urban areas. For more credibility of the research it can be widened to the rural areas next time. These limitations should be taken into account for the researches close to this topic.

5.7 Recommendations for further studies

There are recommendations for the future implementation of the policy in the context of Kazakhstan. First of all, all stakeholders of education should work collaboratively and the voices of teachers should be heard. One of the interviewees was underlining the lack of democracy in the system of education. Policymakers should do online surveys and researches on the ideas of school teachers; hence they are people who use the policy in the practice.

Secondly, based on the opinions and practices of these regular school teachers the definition of the inclusive education and disability should be announced throughout Kazakhstan for teachers to have more clear idea about the system. During the research the definitions and understandings of teachers of schools were totally different. This would help even for parents of both disabled and non-disabled students decide which school to attend.

Thirdly, financing of the education system in general should be equal throughout the regions and school types. The mainstream schools with

correctional classes should also get the necessary technical and methodological support from the responsible Ministry of Education and the Ministry of Labor and Social Protection. Teaching assistants should be provided to all students with special education needs.

Fourth, it is better to implement non-discriminatory selection process of children with and without disabilities fixed by the necessary official law.

Fifth, special course has to be implemented to all pedagogical professions during their bachelor's degree. All current teachers should be trained and informed about the general understanding of disability, all types of special needs and methods of teaching languages to children with special needs.

Concluding the small scale research, this study reached the aim. The research is the voice of teachers in the classrooms who cannot reach the policymakers and government representatives. Teaching English language is the crucial step towards globalization. Implementation of inclusive education should not harm both disabled and non-disabled children. Here must be a balance between these two modern and fashionable concepts as “inclusion” and “exclusion” that today has more political meaning in the global arena. Kazakhstan has a unique policy, history, language and cultural heritage. Before implementing global policies we have to take into account our economical, cultural and language identities.

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Appendices

Appendix 1

Questionnaire

Questionnaire for secondary school English language teachers:

1. Your full name:_____
2. City you are teaching in?_____
3. How many years of teaching experience do you have?_____
4. When and where did you graduate?_____
5. When you hear the word inclusive education, what are your thoughts?_____
6. Your own definition of inclusive education?_____
7. Can you talk about a child with special educational needs whom you taught during your teaching experience?
8. What kind of support do you have in the school for teaching Special needs Children?_____
9. Which type of special needs you think could be included in to the mainstream school setting?_____
10. What type of disability you think cannot be included into the mainstream school classroom?_____
11. Have you ever had the training for teaching English to SEN children?_____
12. How often do you get the training for the inclusive classroom?
13. Did you get the training for inclusive classroom during your bachelor/master's degree?_____
14. How do you think about the implementation of inclusive education in Kazakhstan and its success in the future?_____
15. What could be the hindrance towards full inclusion and quality language teaching in inclusive classroom?_____

6 Appendix 2 : Form for informed consent



RESEARCH CONSENT FORM

Project Title: *Secondary school ESL teachers' attitudes and concerns about implementation of inclusive education in Kazakhstan*

Name of Researcher: Shynar Makhmudayeva

Name of Supervisor: Jana Stará

This consent form has two sections: an "Information sheet" and a "Certificate of consent".

Section 1: Information sheet

Introduction

I am a postgraduate student at Charles University (Prague, Czech Republic), and I am pursuing an Erasmus Mundus Ma/Mgr in Special and Inclusive Education. I am currently in the process of conducting a study for my dissertation as partial fulfilment of the degree's requirements. The research takes place in Kazakhstan (Atyrau, Astana and Almaty cities). More information about the study is provided in the following sections. Further clarifications about the research can be provided upon request from participants.

Purpose of the study

The purpose of this study is to examine the attitudes of secondary ESL teachers, their understanding about inclusion and concerns regarding implementation. The study will enhance the understanding of the real situation about the inclusive education in the country. The stakeholder of education as policymakers will comprehend the actual need of the curriculum of inclusive education for the students of the major of foreign languages. It will also help for school administration to be in positive opinion about inclusion and support for their school staff who teaches English in inclusive classroom.

Research procedures

The research will employ in-depth interviews to investigate the experiences and identity narratives of the participants. The interviews shall be video-recorded, and shall take place in the environment selected by the participants. The interviews shall be conducted using participants' language of choice, with the help of a certified interpreter. Consent to the recording shall be obtained before the interviews.

Voluntary participation and right to withdraw

Your participation in this project is entirely voluntary. You may withdraw from the study at any time or request not to use in this study information gained from you. The researcher is obliged to honour this agreement.

Timeframe

Data collection will take place in August-September 2016. Interviews with the participants shall be conducted within this period. Each interview shall take a maximum of 40 minutes.

Confidentiality

Results of this study may be published or presented at conferences; however, information collected in this research shall be kept private and the identities of the participants shall not be shared with the public. The recordings of the interviews will be stored in a secure place and only the researcher will have access to those files. The names of the participants will be changed in the dissertation, and their anonymity will be protected.

Contacts

To seek clarification or further information, you may contact the researcher through the following email address: shynarnu@gmail.com

Section two: Certificate of consent***Participant***

I have been invited to participate in the above-mentioned study on the attitudes of ESL teachers in inclusive classrooms. I have read the foregoing information with the assistance of a certified interpreter. I have had the opportunity to ask questions, and all my questions have been answered to my satisfaction. I voluntarily take part in this study. I authorise the recording of the interviews, and I give my permission to use the information collected during the interview for the purposes of the research.

Name of the Participant: _____

Contacts of the Participant

Email address: _____

Phone number: _____

Signature of the Participant: _____

Researcher

I commit to respect all the ethical guidelines and obligations contained in the present consent form.

Signature of the Researcher: _____

Date: _____

(day/month/year)

Information sheet for participants

You are being invited to participate in a research study conducted by..... from department of education at Charles University. The study results will contribute to my master dissertation on the Erasmus Mundus Special and Inclusive Education programme.

Student: Shynar Makhmudayeva

Supervisor: Dr. Jana Stara

Title of the study

Secondary school ESL teachers' attitudes, understandings and concerns about implementation of inclusive education in Kazakhstan

Purpose of the study

The purpose of this study is to examine the attitudes, understandings and concerns of secondary ESL teachers, their understanding about inclusion and concerns regarding implementation.

Procedure of the study

One-to-one interview will be conducted with participants, lasting up to 40 minutes. The interview will be audio (video)-recorded for the purpose of later transcription and data analysis. After the completion of the dissertation, these recordings will be eliminated. If necessary, I may contact you for clarification of ideas after the interview.

Participant right and data confidentiality

Your participation in this research study is completely voluntary. You may change your mind at any time and withdraw without any consequences. You may choose not to answer specific questions. You may choose to exercise option to remove your data from the study. All the data in the interview is subject to total confidentiality and anonymity and it will only be used for the dissertation. You have the right and access to review the transcript of the interview if you wish.

If you have any concerns or questions about this study, please feel free to contact me at

shynarnu@gmail.com

If you would like to participate in this study, please sign the attached form.

Thank you very much for your assistance! ☺

Consent form for the research project

Secondary school ESL teachers' attitudes and concerns about implementation of inclusive education in Kazakhstan

If you:

- have read the information sheet regarding the research
- are clear about your rights in the project
- agree to participate in the research,

please sign below.

Name	Signature	Date
.....

Thank you very much for your assistance! ☺

Contact details of the researcher:

Name:

E-mail address:

Mobile phone: